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ABSTRACT

Presents the results of South Carolina's Trident Technical College's (TTC's) 1999 graduate follow-up survey report. Graduates were surveyed and results were obtained for the following items: graduate goals, employment, placement rates, graduates in related fields, when job obtained, job finding methods, job locations, job satisfaction, job preparation, salaries, continuing education, processes and services, life skills accomplishments, and demographics by age group, gender, ethnic origin, and attendance characteristics. The 924 respondents reported higher satisfaction with processes and services than in past years. Rates increased in all 1999 categories except two. Full-time attendance by graduates has declined steadily since 1982. The 1999 full-time attendance of 56% by graduates is the lowest of any year. The two most successful methods of finding out about jobs are information from friends and relatives and direct application to the employer. However, a number of graduates said they used the Internet to find their job. The appendix includes the State Board for Technical and Comprehensive Education graduate placement rate results for all programs, the allied health sciences, arts and sciences, business technology, community, family and child services, hospitality, tourism and culinary arts, industrial and engineering technology, nursing, and public service according to certificates, associate degrees, and diplomas awarded. (VWC)

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TRIDENT TECHNICAL COLLEGE

1999 Graduate Follow-Up Report

Trident Technical College's office of Institutional Research conducted the 1999 Graduate Follow-Up Survey during the winter and spring of 1999-2000. The main objective of the survey was to determine how many graduates were working in jobs related to their fields of study or were continuing their education. Other goals included obtaining data on graduates' employment, their satisfaction with various aspects of the college and suggestions for improvement.

In October 1999, the survey was mailed to 1153 graduates of Summer 1998, Fall 1998 and Spring 1999. A second questionnaire was mailed to non-respondents of the first mailing. Telemarketers or faculty members contacted graduates who did not respond to the mailings. A total of 924 graduates responded to the survey for a response rate of 80 percent.

This report is based on the number of respondents completing the questionnaire. All respondents did not answer all questions; consequently, the number of respondents varies from question to question.

Results

Graduate Goals

The survey asked graduates to indicate the main reason they attended TTC. While "Learn skills for a new job" was the goal most frequently stated for all categories, females chose this goal more frequently at 70 percent than males at 56 percent. One other goal where males and females differed was "Learn skills for a current job." Twenty-one percent of males chose this goal, as opposed to only 9 percent of females. Table 1 presents graduate goals by gender.

Table 1: Goals in Attending TTC by Gender

	Female		Male		Total	
Goals	No.	%	No.	%	No.	%
Learn skills for a new job	299	70	147	56	446	65
Earn transfer credit	82	19	48	18	130	19
Learn skills for a current job	40	9	54	21	94	13
Learn for personal benefit	8	2	12	5	20	3
Total	**429**	**62**	**261**	**38**	**690**	**100**

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Table 2: Goals in Attending TTC by Campus

Goals	Main		Berkeley		Palmer		Total*	
	No.	%	No.	%	No.	%	No.	%
Learn skills for a new job	346	64	54	91	46	52	446	65
Earn transfer credit	109	20	1	2	19	22	130	19
Learn skills for a current job	67	13	4	7	22	24	93	13
Learn for personal benefit	17	3			2	2	20	3
Total	**539**	**78**	**59**	**8**	**88**	**13**	**689**	**100**

*Three graduates of Off-Campus sites are included.

Employment

The percentage of respondents in each of the various employment status categories remains consistent with past years, although the combination of those employed or in school rose 3 percent over last year. Table 3 presents the employment status of all 1999 respondents, including those not employed in a related job.

Table 3: Employment Status

Employment Status	Number of Respondents	Percent of Respondents
Full time	568	64
Part time	93	11
Active duty military	9	1
Full-time homemaker or retired	8	1
Unemployed, seeking work	21	2
Unemployed, in school	170	19
Unemployed, not seeking work because of problem	13	2
Total	**794**	**100**

Placement Rates

The State Board for Technical and Comprehensive Education evaluates each program annually for viability. **The data below are based on the number of awards earned and not the number of graduates** during the 1998-99 year (i.e.. some graduates obtained awards in more than one program). The SBTCE placement rate is calculated according to the following formula:

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$$\text{1999 Placement Rate} = \frac{\text{(705) Graduates employed in a related field} + \text{(266) Graduates attending college}}{\text{Total awards (1311)} - \text{Exclusions (34)}} = 76\%$$

Exclusions include active duty military, full-time homemakers, retired persons and those not seeking employment because of a disability or another reason. Placement rates for individual programs are included in Appendix A.

Graduates in Related Fields

At the time of the survey 587 graduates were employed in jobs related to their fields. The number of respondents to each question varies. The following characteristics of employment were calculated for graduates in related jobs.

When Job Obtained

Of the 587 graduates in jobs related to their fields, 563 responded to the question regarding when their job was obtained. Fifty-seven percent of the 563 graduates reported obtaining their job after graduation. Diploma graduates were most likely to have obtained their job after graduation (83 percent). The graduates who most frequently obtained their job prior to attending TTC were those who earned Certificates (26 percent). In comparing job start dates by gender, females were more likely (62 percent) than males (49 percent) to have obtained their current related job after graduation. Tables 4 and 5 present job start dates by award and by gender.

Table 4: Job Start Dates by Award

	Associate		Diploma		Certificate		Total	
Start Dates	No.	%	No.	%	No.	%	No.	%
Before attending	73	18	2	3	27	26	102	18
While at TTC	95	24	8	14	36	34	139	25
After graduation	232	58	48	83	42	40	322	57
Total	**400**	**71**	**58**	**10**	**105**	**19**	**563**	**100**

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Table 5: Job Start Dates by Gender

	Female		Male		Total	
Start Dates	No.	%	No.	%	No.	%
Before attending	56	16	46	21	102	18
While at TTC	72	21	67	30	139	25
After graduation	214	63	108	49	322	57
Total	**342**	**61**	**221**	**39**	**563**	**100**

Job Finding Methods

Graduates reported they first found out about their job from friends or relatives and direct application to the employer (29 percent each). All methods were used at about the same percent by males and females, except for SC Job Service, which was used by 10 percent of males and by 2 percent of females.

When analyzed by ethnic origin, all 3 categories (White, Black and Other) tended to use job finding methods in the same proportions except for newspaper advertisements and SC Job Service. A larger proportion of Whites (18 percent) and Blacks (13 percent) used newspaper advertisements than Other Minorities (9 percent). Almost the reverse was true for usage of SC Job Service. Eighteen percent of Other Minorities used SC Job Service compared to 4 percent of Whites and 9 percent of Blacks. Table 6 presents job-finding methods by ethnic origin.

Table 6: Job Finding Methods by Ethnic Origin

	White		Black		Other		Total	
Method	No.	%	No.	%	No.	%	No.	%
Friends and/or relatives	114	29	23	29	6	27	143	29
Direct application	112	29	24	30	6	27	142	29
Newspaper ads	70	18	10	13	2	9	82	17
Faculty members	47	12	7	9	1	5	55	11
Internship or rotation	21	5	4	5	2	9	27	6
SC Job Service	15	4	7	9	4	18	26	5
Self-employed	9	2	3	3	1	5	12	2
TTC job placement or Co-op	5	1	2	3			7	1
Total	**393**	**80**	**79**	**16**	**22**	**4**	**494**	**100**

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Job Locations

The largest number (71 percent) of TTC graduates reported their job was located in Charleston County. The 71 percent represents a steady increase of 10 percent since a low of 61 percent employed in Charleston County in 1994. The second largest proportion of jobs was reported in Berkeley County at 13 percent, and Dorchester was third at 8 percent. Table 7 presents job locations.

Table 7: Locations Where Jobs Obtained

Location	Number of Respondents	Percent of Respondents
Charleston County	386	71
Berkeley	69	13
Dorchester County	43	8
Other South Carolina Counties	16	3
Outside South Carolina	29	5
Total	**543**	**100**

Job Satisfaction

Graduates were asked about satisfaction with their current job. Of the 498 graduates in related jobs, 478 (96 percent) said they were satisfied. There was little difference when the results were analyzed by demographics.

Job Preparation

Of the 494 graduates in related jobs, 454 (92 percent) reported TTC adequately prepared them for their current job or upgraded their skills. When analyzed by campus, 36 (10 percent) of those attending the Main Campus said they were not adequately prepared while 4 percent of Berkeley graduates and 3 percent of Palmer graduates said they were not adequately prepared.

Salaries

Graduates were asked to identify their monthly income from their principal job. Salary choices were listed in $300 increments. The median annual salary for the 319 graduates working full time in a related job was $20,802 and ranged from $8,994 to $37,794. When salaries were analyzed by gender, females reported a lower annual median salary at $19,288 than males at $22,746. The largest difference in salaries was between graduates with Diplomas and those with Associate Degrees or Certificates. Table 8 presents salaries by award type.

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Table 8: Salaries by Award Type

Award	Number of Respondents	Median Salary
Associate Degree	222	$21,504
Diploma	38	$15,417
Certificate	59	$21,144
Total	**319**	**$20,802**

Median salaries by ethnic origin ranged from $18,894 to $21,343 with Whites having the highest median salary and Blacks having the lowest median salary. Other minorities had a median salary of $20,694. Table 9 presents salaries by Ethnic Origin.

Table 9: Salaries by Ethnic Origin

Award	Number of Respondents	Median Salary
Whites	254	$21,343
Other Minorities	11	$20,694
Blacks	54	$18,894
Total	**319**	**$20,802**

Continuing Education

Of the 785 graduates responding to the question about continuing their education, 331 (42 percent) said they were attending a college. Note that 215 (65 percent) of the graduates were attending Trident while 33 percent were attending a 4-year college. Table 10 presents the number of graduates and the colleges they were attending.

Table 10: Attending College

College	Number of Respondents	Percent of Respondents
Trident Technical College	215	65
College of Charleston	37	11
Other 4-year Colleges	34	10
Charleston Southern University	16	5
Medical University of SC	12	4
The Citadel	10	3
Other Technical/Business Colleges	3	1
Other 2-year Colleges	4	1
Total	**331**	**100**

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Processes and Services

The survey instructed graduates to rate their satisfaction with processes and services offered by the college if they actually used the process or service. The question offered a choice of five levels of satisfaction, from very satisfied to very dissatisfied. The top two categories (very satisfied and satisfied) comprise the satisfaction rate. Satisfaction with all processes increased over last year except for "Availability of courses at convenient times" with a 3 percent decrease and "Career and Personal Counseling" with a 1 percent decrease. Table 11 presents a comparison of 1998 and 1999 satisfaction with processes and services.

Table 11: Comparison of 1998 and 1999 Satisfaction with Processes and Services

Process or Service	1998		1999	
	No. of Resp.	% Sat	No. of Resp.	% Sat
Description of offerings in College publications	645	86	561	86
Library facilities/services	650	85	586	87
Academic Advising	646	81	594	82
Attitude of non-teaching staff	679	78	619	79
Student Success Center services	307	73	277	77
Financial aid services	428	75	396	77
Student activities	395	72	322	72
Lab/shop equipment and supplies	637	78	571	80
Co-op services	183	60	168	66
Career and personal counseling	371	70	315	69
Pre-admissions advising & testing	605	77	549	80
Availability of courses at Convenient times	694	75	627	72
Bookstore	699	69	632	73
Student Employment and Career Transition	243	59	225	61
Food services	546	70	455	74
Registration process	698	66	635	70

When processes and services were analyzed by campus, both Berkeley and Palmer rated "Attitude of non-teaching staff," "Career and personal counseling" and "Student Employment and Career Transition" higher than Main. Both Berkeley and Palmer rated "Library facilities/services," and "Food Services" lower than Main. Main rated "Academic Advising" lower than Berkeley and Palmer. The All Campuses column includes one Off-Campus respondent. Table 12 presents satisfaction rates for the college's processes and services by campus.

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Table 12: Satisfaction with Processes and Services by Campus

Process or Service	Main		Berkeley		Palmer		All Campuses*	
	No. of Reps.	% Sat	No. of Reps.	% Sat	No. of Reps.	% Sat	No. of Reps.	% Sat
Description of offerings in College publications	450	87	44	80	66	85	561	86
Library facilities/services	470	89	43	86	73	74	586	87
Academic Advising	475	80	45	87	74	89	594	82
Attitude of non-teaching staff	497	80	48	83	74	76	619	79
Student Success Center services	209	76	31	94	36	75	277	77
Financial aid services	312	78	38	79	45	67	396	77
Student activities	256	73	30	73	35	66	322	72
Lab/shop equipment and supplies	469	81	46	72	55	75	571	80
Co-op services	134	65	14	71	19	74	168	66
Career and personal counseling	242	67	29	79	44	75	315	69
Pre-admissions advising & testing	440	81	44	86	64	72	549	80
Availability of courses at Convenient times	502	72	48	81	77	70	627	72
Bookstore	506	74	48	81	77	64	632	73
Student Employment and Career Transition	187	60	16	81	21	57	225	61
Food services	378	78	37	70	39	46	455	74
Registration process	510	70	48	77	76	65	635	70

*Includes one Off-Campus respondent.

Life Skills Accomplishments

The survey asked graduates if TTC was helpful in improving certain life skills. The five levels of possible responses ranged from extremely helpful to not helpful. The top two levels of helpfulness comprise "Percent of Helpfulness." Table 13 presents helpfulness in accomplishing life skills.

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Table 13: Helpfulness in Accomplishing Life Skills

Life Skills	No. of Respondents	% of Helpfulness
Improvement in communication skills	634	79
Enhancement of self-confidence	630	76
Improvement in problem-solving skills	616	75
Improvement in science/tech skills	625	75
Increase in enjoyment in learning	620	74
Increase in ability to use computer	625	73
Cultivation of openness to ideas/ opportunities	629	72
Increase in ability to use math	621	69
Clarification of educational /career goals	548	69
Improvement in leadership/management skills	622	68
Expansion of awareness of global/multicultural society	619	60

When life skill accomplishments were analyzed by campuses, Berkeley Campus graduates rated two skills lower than college-wide rates and Palmer rated one skill lower. Differences were considered when the percentage deviated 10 percent from the college-wide rate. Table 14 presents differences in helpfulness in accomplishing life skills measured by Campus.

Table 14: Helpfulness in Accomplishing Life Skills Lower than College-Wide Helpfulness by Campus

Life Skills	Campus		College-Wide
	No. of Respondents	% of Helpfulness	% of Helpfulness
Berkeley			
Communication skills	47	66	78
Increase in ability to use computer	46	50	73
Palmer			
Improvement in science/tech skills	76	41	75

In analyzing life skill accomplishments by ethnic origin, two accomplishments were measured higher by Blacks and one by Other Minorities. Table 15 presents differences in helpfulness in accomplishing life skills measured by ethnic origin.

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Table 15: Helpfulness in Accomplishing Life Skills Higher than College-Wide Helpfulness by Ethnic Origin

Life Skills	Ethnic Origin		College-Wide
	No. of Resp.	% of Helpfulness	% of Helpfulness
Blacks			
Increase in ability to use computer	99	84	73
Expansion of awareness of global/multicultural society	99	73	60
Other Minorities			
Improvement in leadership/management skills	28	82	68

The only age group reporting a different opinion regarding helpfulness in life skills was the "50 and over" group. This group rated one life skill lower and three life skills higher than college-wide ratings. Table 16 presents differences in helpfulness in accomplishing life skills by the "50 and over" group.

Table 16: Helpfulness in Accomplishing Life Skills Differing from College-Wide Helpfulness by "50 and Over" Group

Accomplishments	No. of Respondents	% of Helpfulness	College-Wide % of Helpfulness
Lower			
Improvement in leadership/management skills	45	58	68
Higher			
Increase in ability to use computer	49	84	73
Improvement in ability to use math	47	79	69
Cultivation of openness to ideas/opportunities	49	82	72

Demographics

Demographic data for each respondent was retrieved from TTC's Student Information System datafiles, thus this information is presented for all respondents. Except for the "50 and Over" group, all age groups earned substantially more associate degrees than certificates. The "50 and Over" group earned nearly the same proportion of associate degrees and certificates (46 percent and 48 percent, respectively). Table 17 presents awards by age group.

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Table 17: Awards by Age Group

Age Group	Associate		Diploma		Certificate		All Awards	
	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.
24 & under	131	61	28	13	55	26	214	23
25 – 29	134	62	20	9	64	29	218	24
30 – 34	91	66	7	5	40	29	138	15
35 – 39	59	57	8	8	37	36	104	11
40 – 49	104	58	12	7	65	36	181	20
50 & over	32	46	4	6	33	48	69	8
Total	**551**	**60**	**79**	**8**	**294**	**32**	**924**	**100**

For the past five years 60 percent of the respondents to the Graduate Follow-Up have been female; however, in 1999 the percent of female respondents increased to 64 percent. Females earned 64 percent of all awards compared to males who earned 36 percent of the awards. A larger proportion of males earned Associate Degrees and Certificates (99 percent) than females (87 percent), while 13 percent of the females earned Diplomas compared to one percent of the males. Females earned 62 percent of the Associate Degrees, 94 percent of the Diplomas, and 61 percent of the Certificates. Table 18 presents gender by award.

Table 18: Awards by Gender

Gender	Associate		Diploma		Certificate		All Awards	
	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.
Female	339	57	74	13	179	30	592	64
Male	212	64	5	1	115	35	332	36
Total	**551**	**60**	**79**	**8**	**294**	**32**	**924**	**100**

Responding Whites and Other Minorities earned substantially more Associate Degrees than Certificates, while Blacks earned almost an equal number of Associate Degrees and Certificates. Table 19 presents ethnic origin by award.

Table 19: Awards by Ethnic Origin

Ethnic Origin	Associate		Diploma		Certificate		All Awards	
	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.
White	464	63	50	7	217	30	731	79
Black	62	41	28	19	61	40	151	16
Other	25	60	1	2	16	38	42	5
Total	**551**	**60**	**79**	**8**	**294**	**32**	**924**	**100**

Characteristics remain the same for day and evening attendance. The percentage of full-time students has declined from 69 percent in 1990 to the present 56 percent. Table 20 presents attendance characteristics of respondents.

Table 20: Attendance Characteristics

		No. of Respondents	% of Respondents
Full/part	Full time	405	56
	Part time	317	44
Total		**722**	**100**
Day/Evening	Day	517	71
	Evening	206	29
Total		**723**	**100**
Campus	Main Campus	569	78
	Berkeley Campus	67	9
	Palmer Campus	88	12
	Off-campus site	3	1
Total		**727**	**100**

General Conclusions

- Graduates continue to report higher satisfaction with processes and services than in past years. Rates increased in all 1999 categories except two.

- Full-time attendance by graduates has declined steadily since 1982 (the earliest date of compilation) when it was recorded at 82 percent. The 1999 full-time attendance of 56 percent by graduates is the lowest of any year.

- The two most successful methods of finding out about jobs are information from friends and relatives and direct application to the employer. However, a number of graduates said they used the internet to find their job. This choice was not included on the questionnaire in the past but will be included next year so that this method can be explored.

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Appendix A

SBTCE GRADUATE PLACEMENT RATE

	1995	1996	1997	1998	1999
All Programs					
	75%	78%	74%	68%	76%

Allied Health Sciences

	1995	1996	1997	1998	1999
Associate Degrees					
Dental Hygiene	88%	95%	100%	65%	94%
Medical Laboratory Technology	85%	82%	100%	88%	100%
Occupational Therapy Assistant	100%	90%	92%	64%	45%
Physical Therapist Assistant	85%	92%	95%	72%	84%
Radiologic Technology	76%	75%	86%	79%	82%
Respiratory Care	100%	85%	100%	75%	100%
Diplomas					
Dental Assisting	79%	62%	80%	86%	100%
Medical Assisting	92%	80%	65%	87%	57%
Certificates					
Allied Health Preparation				100%	96%
Diagnostic Medical Sonography	75%	67%	67%	71%	
Pharmacy Technician	100%	82%	92%	58%	

Arts and Sciences

	1995	1996	1997	1998	1999
Associate Degrees					
Associate in Arts	79%	80%	76%	64%	59%
Associate in Science	72%	75%	65%	59%	65%
Radio and Television Broadcasting	77%	92%	69%	82%	64%
Certificates					
Environmental Technology		100%	64%	56%	57%
Film Production	33%	100%	55%	0%	100%

#Canceled, *Suspended
Note: 0 = 0 placement; blank = no graduates

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Business Technology

	1995	1996	1997	1998	1999
Associate Degrees					
Accounting	76%	79%	65%	58%	72%
Commercial Graphics	76%	93%	76%	68%	65%
Computer Technology	56%	92%	73%	84%	73%
General Business	64%	79%	55%	63%	89%
Management	75%	64%	56%	59%	73%
Marketing*	71%		100%		
Office Systems Technology	85%	100%	88%	82%	67%
Telecommunication Systems Management	50%	67%	58%	52%	63%
Diplomas					
Automated Office	100%	50%	71%	71%	100%
Certificates					
AS/400 Programming				75%	83%
Basic Network Operations					83%
Computer Animation					100%
Computer Graphics					75%
Computer Network Operations	63%	69%	59%	58%	68%
Computer Network Technician					67%
Information Processing	100%	100%	100%	50%	100%
Medical Transcriptionist	63%	57%	53%	62%	71%
Microcomputer Applications Development				50%	86%
Microcomputer Business Applications	64%	70%	66%	59%	84%
NT Server Operations					0%
Printing	25%	83%	71%	62%	60%
Quality	86%	82%	67%	53%	75%
Unix Systems Operations					50%
Webmaster					0%

Community, Family and Child Services

	1995	1996	1997	1998	1999
Diploma					
Early Childhood Development	82%	78%	92%	81%	53%
Certificate					
Child Care Management				88%	60%
Early Childhood Development	100%	100%	80%	50%	75%
Fundamental Skills for the Workplace					100%
Human Sevices	84%	67%	77%	62%	83%

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Hospitality, Tourism and Culinary Arts

	1995	1996	1997	1998	1999
Associate Degrees					
Culinary Arts Technology	100%	100%	100%	82%	100%
Hospitality/Tourism Management	100%	100%	88%	73%	92%
Diplomas					
Culinary Arts	100%	88%	64%	88%	83%
Certificates					
Baking and Pastry Making				100%	100%
Hospitality Industry Service					100%
Industrial and Engineering Technology					

Industrial and Engineering Technology

	1995	1996	1997	1998	1999
Associate Degrees					
Aircraft Maintenance Technology	73%	100%	100%	100%	100%
Automated Manufacturing Technology#	100%	100%	100%	86%	100%
Chemical Engineering Technology*	100%	67%	100%	33%	67%
Civil Engineering Technology	85%	75%	91%	83%	100%
Electronics Engineering Technology	69%	100%	61%	62%	70%
General Technology	33%	55%	69%	68%	88%
Horticulture Technology	100%	100%	79%	83%	83%
Machine Tool Technology	67%	100%	67%	86%	83%
Mechanical Engineering Technology	100%	100%	100%	100%	75%
Diploma					
Cosmetology	89%	64%	100%	50%	100%
Industrial Drafting#	100%	100%			
Certificates					
Advanced Computer Aided Design	77%	80%	56%	50%	64%
Air Conditioning/Refrigeration Mechanics	60%	71%	60%	50%	86%
Arc Welding	75%		100%	100%	83%
Automotive Servicing	88%	82%	71%	70%	67%
Basic Construction Trades					50%
Beginning Computer Aided Design	57%	65%	82%	67%	85%
Brakes and Alignment Specialist			67%	100%	
CIM Design	75%	100%	50%	100%	100%
CIM Production Automation Control	100%	67%	60%	80%	70%
Computer Numerical Control Operator			100%	71%	93%
Construction Drafting		71%	43%	86%	71%
Construction Management	0%	80%	80%	78%	75%
Engine Repair Specialist	100%	75%	N/A	67%	50%
Engineering Design Graphics	0%	71%	75%	67%	100%
Esthetics					60%
Garden Center Operator#			100%		
Gas Arc Welding	100%	100%	100%	100%	100%
Golf Course Maintenance	0%		100%		100%

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Industrial and Engineering Technology
Continued

	1995	1996	1997	1998	1999
Certificates					
Industrial Electricity/Electronics	78%	67%	67%	59%	77%
Interior Landscaping#		100%			
Landscape Design	100%	100%		100%	100%
Landscape Management				100%	50%
Machine Tool Technology	83%	100%	100%	88%	100%
Nail Technology					100%
Ornamental Plants#		100%	100%		
Pipe Welding					50%
Surveying	82%	100%	100%	80%	100%

Nursing

	1995	1996	1997	1998	1999
Associate Degrees					
Nursing (ADN)	71%	86%	81%	58%	84%
Diplomas					
Practical Nursing	71%	74%	81%	60%	78%
Certificates					
Nursing Assistant	62%	63%	57%	61%	75%
Pre-Nursing (ADN)			100%	95%	86%
Pre-Practical Nursing			100%		

Public Service

	1995	1996	1997	1998	1999
Associate Degrees					
Criminal Justice	86%	57%	92%	83%	83%
Legal Assistant	76%	69%	79%	67%	78%
Certificates					
Paralegal	50%	78%	56%	71%	64%

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Source: Graduate Follow-Up Surveys